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PT 526.01: Physical Therapy Interventions I

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PT 526: PT Interventions I

Unit 1: Positioning, Transfers and Assistive Devices

Class time: Monday, Wednesdays, and Fridays, 1:10 -3:00 PM

Professor: Carrie Gajdosik, PT, MS
Room 104; office hours are whenever
243-5189 (W); 251-0266 (H)
carrie.gajdosik@umontana.edu

Class assistant: Sue Ostertag, PT
243-6120 (office)
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Contact hours: Lecture: 2hrs; Lab: 10hrs; practical exam: 20 minutes

Course description: This course is divided into three units. Unit 1 is Positioning, Transfers and Assistive Devices. Unit 2 is Soft Tissue Mobilization (STM). Unit 3 is Physical Agents. The description and objectives of Unit 1 is described in this Fac Pac. Instructors for the other units will give you the unit description and objectives for their individual units.

Required Texts: **Unit 1:** Faculty Pac at the UC Bookstore

Supplementary reading: Unit 1: Minor MA, Minor SD: Patient Care Skills Pierson FR: Principles and Techniques of Patient Care. Toronto. W.B.Saunders Co. (in room 020)

Grading Scale:	90-100= A	70-72 = C-
	87-89 = B+	67-69 = D+
	83-86 = B	63-66 = D
	80-82 = B-	60-62 = D-
	77-79 = C+	< 60 = F
	73-76 = C	

Evaluation procedure: No repeat of written exams will be given for this unit. A failed practical exam must be repeated. Test and practical exams for the transfers and positioning unit will be combined with modalities unit.

Written Exam I (modalities & positioning/transfers)	35%
Written Exam II (massage & assistive devices)	35%
Practical Exam (modalities & positioning/transfers)	30%
Assistive devices practical exam	Pass/Fail
Massage practical exam	Pass/Fail

Lab clothing: Every class includes lab time. Men wear shorts and tee shirts, women wear shorts and sports bras/bathing suit tops. You may wear sweats over your clothes to stay warm until lab begins. Change into lab clothes before class starts. Students who do not wear lab clothes during lab will have 1 point for each incidence taken off their grade on their unit test. The lab area must be cleaned at the end of class.

Practical Exams: Practical exams are given over a period of days. The following guidelines have been established to ensure confidentiality of the exam material as well as fairness to all students.

1. Do not solicit any information from students who have taken the exam.
2. Do not discuss any part of the exam with classmates who have not taken the exam.
3. While practical exams are being given do not use the equipment that might be used during the exam.
4. While practical exams are in session do not study, practice, or otherwise loiter in the exam area.

Academic honesty: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the University of Montana Student Conduct Code. The Code is available online at <http://www.umt.edu/SA/VP/SA/index.cfm/page/1321>

Unit I description: Through lecture and lab students will learn the necessary skills to prepare the treatment areas, and position, drape, and transfer patients in a manner safe for both the patient and the student. Students will also learn the use of assistive devices, effective methods of teaching patients to safely use them during functional activities.

Unit I course objectives

1. Knowledge and Comprehension
2. Application
3. Psychomotor - learning a motor skill
4. Analysis, Synthesis, & Evaluation
5. Affective

A. Treatment and Patient Preparation

- 1.1 Describe the purpose of correct patient preparation.
- 3.1 Demonstrate proper preparation a treatment area.
- 3.2 Demonstrate proper draping to any part of the body, to preserve modest, yet expose appropriate body part for intervention.
- 3.3 Demonstrate during lab an awareness of need for preserving patient privacy.

B. Patient Positioning (supine, prone, sidelying, and sitting)

- 1.1 Describe the purpose and principles of proper patient positioning.
- 1.2 Identify area of the body at risk for increased pressure for each position.
- 1.3 Describe methods to decrease the risk for pressure sores.
- 3.1 Demonstrate proper positioning for treatment within a clinic.
- 3.2 Demonstrate proper positioning for people with debilitating conditions.

C. Patient Transfers (3 person sliding technique, 3 person carry, 2 person carry, standing pivot and quad pivot [at various levels of assistance], mechanical lift, & sliding board)

- 1.1 Describe the preparation procedure for transfers.
- 1.2 Based on the evidence, identify the common areas of the body of a physical therapist that are at greatest risk for injury while learning to be a physical therapist

- or while working as a physical therapist.
- 1.3 Based on the evidence, identify the common causes of injury to physical therapy students and physical therapists.
 - 1.4 Describe techniques a physical therapist can use to decrease the risk of injury at work.
 - 2.1 Apply the Functional Levels of Assistance as defined by the Terminology Task Force of the Acute Care/Hospital Clinical Practice Section.
 - 3.1 Demonstrate correct body mechanics during bed mobility techniques and transfers of adult sized individuals during lab and practical examination.
 - 3.3 Demonstrate safe transfer techniques with all transfers during lab and practical examination.
 - 3.4 Demonstrate awareness of patient safety during all transfers during lab and practical exam.
 - 3.5 Demonstrate familiarity of safe use of the wheelchair.
 - 3.6 Demonstrate transfers on/off the plinth, on/off the bed, in/out of a chairs.
 - 3.7 Demonstrate bed mobility techniques using draw sheets, mechanical devices, patient participation, and assistants.
 - 3.8 Demonstrate effective instruction in bed mobility and transfers to 'patients' during lab and practical exam.
 - 3.9 Effectively use an assistant during bed mobility and transfers.
 - 4.1 Given a case study, use sound rationale to select the correct transfer procedure.

D. Gait training with assistive devices (tilt table, standing frames, parallel bars, walkers, crutches, and canes)

- 1.1 Discuss the rationale for use of each type of ambulatory device.
- 1.2 Discuss the rationale for progression from one type of ambulatory device to another.
- 1.3 Describe techniques to use when teaching young children to use assistive devices.
- 2.1 Identify impairments and functional limitations that can lead to the use of assistive devices
- 2.2 Identify abilities that are needed to use assistive devices effectively and those patient characteristics that will increase the difficulty in learning to use an assistive device.
- 2.3 Apply the current evidence that supports proper fitting of assistive devices and which hand to use when walking with a cane.
- 3.1 Demonstrate various gait patterns (ex. 2 point, 3 point, 4 point, swing to, swing through) for each type of assistive device, as appropriate.
- 3.2 Given case studies of patients of different ages and abilities, effectively teach the 'patient' how to use an assistive device for ambulation.
- 3.3 Demonstrate awareness of patient safety, including using a gait belt and guarding correctly.
- 3.4 Correctly fit a peer with an assistive device.
- 4.1 Given a case study, use sound rationale to determine the correct assistive device.
- 4.2 For a given level of impairment and functional limitation, select the appropriate gait pattern.

- E. Functional activities with assistive devices** (up and down stairs, ramps, curbs; in and out of sitting, falling)
- 3.1 Teach a peer how to negotiate architectural barriers with walkers, crutches and canes.
 - 4.1 Examine the physical environment to determine the appropriate methods of overcoming architectural barriers when using assistive devices.
 - 4.2 Given a case study, formulate the most effective methods for getting in and out of a chair, and physically negotiating ramps, curbs, and stairs.
- F. Professional behavior**
- 1.1 Describe appropriate dress and hygiene behaviors for physical therapists working in various clinical settings.
 - 1.2 Describe why the practice of physical therapy can leave a physical therapist or physical therapist assistant vulnerable to false accusations of sexual misconduct.
 - 1.3 Discuss methods a physical therapist or physical therapist assistant can use to minimize the possibility of false allegations of sexual misconduct.
 - 1.4 Describe the cues a patient may give that indicate he or she is uncomfortable with the treatment situation.
 - 1.5 Describe the verbal and written reports which should be made when a physical therapist has experienced an uncomfortable situation with a patient, or when the patient's behavior was an unusual reaction to treatment.
 - 1.6 Understand the APTA Code of Ethics as it related to dating patients.
- G. Affective**
- 5.1 Demonstrate professional demeanor during the practical exam.
 - 5.2 Share expertise and clinical experiences with peers.
 - 5.3 Assists with cleaning lab space at the completion of each lab.
 - 5.4 Participate in class demonstrations and lab.
 - 5.5 Dress in lab clothes for lab sessions.
 - 5.6 Accept constructive feedback in a professional manner.

**PT 526: Unit on Positioning & Transfers
FALL SEMESTER 2008**

**All assignments are to be completed by the date under which they are listed.
All but the first class (lectures and labs) will be in room 020 &/or 018**

Mon. Aug 25 1:10-3:00 PM	Lecture: Introduction; sexual misconduct; injuries on the job; body mechanics	<u>Fac Pac:</u> from beginning through article by Bork et al.
Wed. Aug 27 1:10-2:30 PM	Lecture & LAB - Transfers ½ of class	Watch transfer video <u>Fac Pac:</u> Article by Eric Ries on "Raising the Bar in Bariatric Care;" & Definitions of Functional levels through
2:30-3:50 PM	½ of class	Lab:transfers
Fri. Aug 29	LAB -Transfers	

1:10-3:00 PM	whole class	
Wed Sept 3 1:10-3:50 PM	Lecture & LAB - Bed mobility Whole class together but extended class time	<u>Fac Pac</u> : mobility & lab info
Mon. Sept 8 1:10-3:50 PM	Lecture & LAB – Draping, positioning and case studies Whole class together but extended class time	Watch video on positioning <u>Fac Pac</u> : draping through case studies on positioning, draping & transfers lab info
Wed. Sept 10 1:10-3:00 PM	LAB – clients	Dress professionally

Unit on Assistive Devices Fall Semester 2008

Monday, Nov 10 1:10 – 3:00 Rm 020	LAB Introduction to assistive devices, measuring crutches	
Wednesday, Nov 12 1:10 – 3:00	LAB Teaching techniques; measuring walkers, canes; gait patterns	O'Sullivan, 5th ed. pgs 541-554
Friday, Nov 14 1:10 – 2:30 (split lab) 2:30 – 3:50 (split lab)	LAB tilt table, parallel bars, stairs	O'Sullivan, pgs 555-558
Monday, Nov 17 1:10 – 3:00 Room 114	Lecture: progressing patients; functional activities	
Wednesday, Nov 19 1:10 – 3:00 Room 025	Lecture Guillian Barre and other case studies	Need fac pac
Friday, Nov 21 1:10 – 3:00	LAB: case studies in fac pac	
Monday, November 24 1:10 – 3:00 Room 117	Written test II (assistive devices & STM)	
Dec 1, 3, 5 1:10 – 3:00 Room 018	Practical exams	Bring grading sheets from fac pac